

Core Revision Discussion

**Utah State Office of Education
Curriculum and Instruction Section**

**Curriculum Directors Meeting
February 17, 2009**



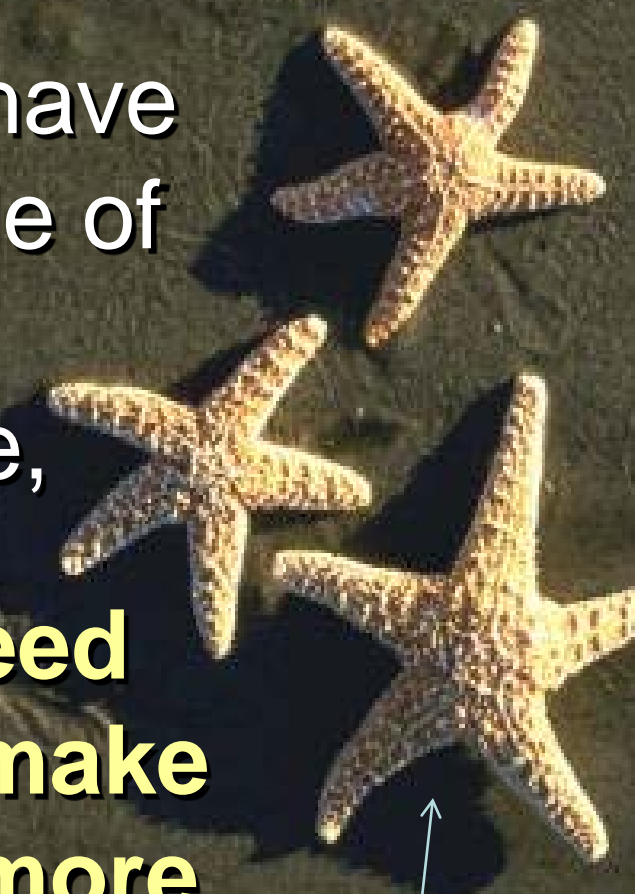
Are there good reasons
revisit our Core
Curricula?

(There certainly are good
reasons not to—it's work!)



Several pressing needs have surfaced in the last couple of years. The common denominator seems to be,

“Are there things we need to do with our Core to make the learning identified more accessible to ALL learners?”

Three starfish are scattered on a dark, textured surface that resembles sand or a beach. One starfish is at the top right, another is in the middle, and a larger one is at the bottom right. A blue arrow points from the handwritten text to the bottom-right starfish.

“It made a difference to this one...”

So, which way should we go?



We know...

1. We need to connect our English Language Proficiency (ELP) Standards to our English Language Arts (ELA) Core Standards.



We also know...

2. We need to write standards for “Striving Readers” and connect them to our ELA Core.



Are there good reasons to....

3. Integrate both the Library Media 3-6 standards and the Library Media 7-12 standards into the ELA Core, thus eliminating the Library/Media Core as a stand-alone core.



Proposal 1.a.

a. Create a single, cohesive, K-12 English/Language Arts (ELA) Core utilizing the same standards K-12.



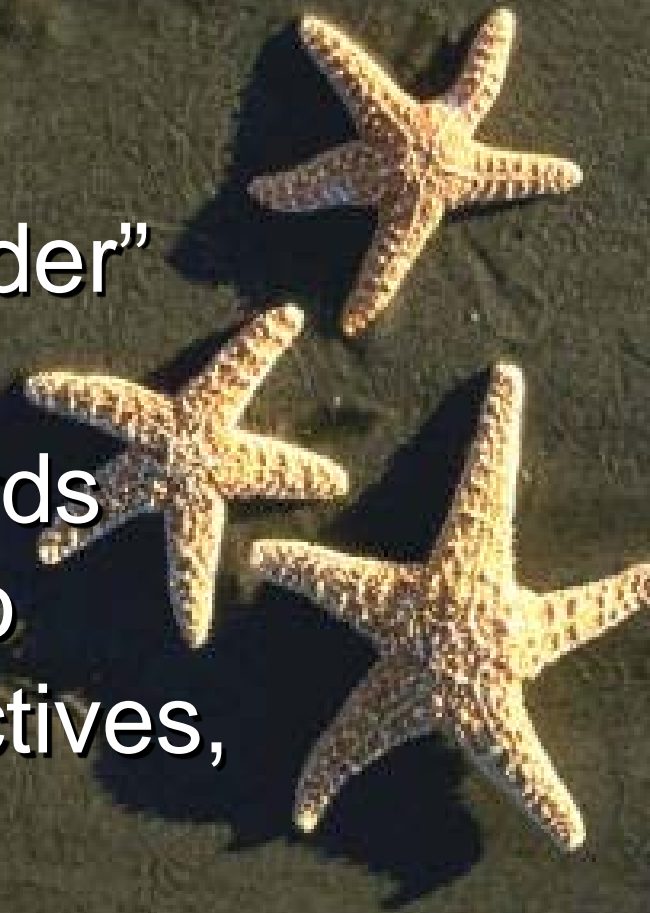
Proposal 1.b.

b. Integrate English Language Proficiency (ELP) standards into the K-12 ELA Core. These standards will be attached directly to specific Standards, Objectives, and Indicators by grade.



Proposal 1.c.

c. Integrate “Striving Reader” standards into the K-12 ELA Core. These standards will be attached directly to specific Standards, Objectives, and Indicators by grade.



Proposal 1.d.

d. Integrate the Library Media standards into the K-12 ELA Core. These standards will be attached directly to specific Standards, Objectives, and Indicators by grade.



Another question ...

Should we be utilizing our Core Curriculum to provide guidance to support ***instruction***, rather than simply to identify content?



Ought we to make our
Core documents
**Curriculum and
Instruction**
documents, rather
than simply *curriculum*
documents?



Proposed Guidance as Part of the Core

1. Guidance for supporting instruction for students whose first language is not English.



Proposed Guidance as Part of the Core

2. Guidance for content-area literacy: using listening, speaking, reading, and writing to learn Science, Math, Social Studies, etc.



Proposed Guidance as Part of the Core

3. Guidance for Tier 2 instruction: Supplemental targeted instruction for students not proficient on the objective.



Proposed Guidance as Part of the Core

4. Guidance for accelerated learner instruction: extension and application for students proficient on the objective.



And so...



Proposal 2

Create a new section for each **objective** in **all** core curriculum documents—*every content area*—entitled “**Guidance.**”

This section will provide research-based instructional practices specific to that objective to help teachers make the content **accessible to** and **appropriate for** ALL learners.



Proposal 2 (cont.)

Four sections within Guidance:

- 1) English Language Development
- 2) Content-area literacy
- 3) Tier 2 instruction (reteaching)
- 4) Instruction for accelerated learners



OK, let's talk...

